

## Red Bank Elementary

246 Community Drive  
Lexington, SC 29073

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	951 Students	
<b>Principal</b>	Marie G. Watson	803-359-6101
<b>Superintendent</b>	Dr. Karen C. Woodward	803-951-8363
<b>Board Chair</b>	Albert J. Dooley Jr.	803-359-0844

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	46	11	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Below Average	No

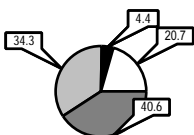
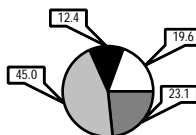
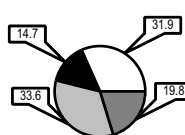
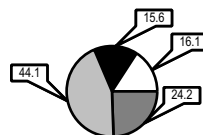
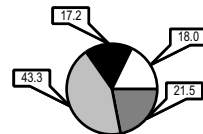
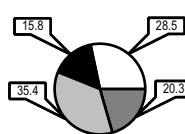
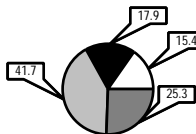
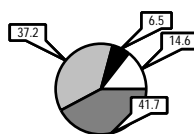
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	453	99.6	20.4	34.4	40.7	4.4	53.4	Yes	Yes
<b>Gender</b>									
Male	245	99.2	25.5	35.9	35.1	3.5	45.9		
Female	208	100.0	14.3	32.7	47.4	5.6	62.2		
<b>Racial/Ethnic Group</b>									
White	360	99.7	19.3	33.6	41.5	5.6	55.3	Yes	Yes
African American	73	98.6	25.8	42.4	31.8	0.0	39.4	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	366	99.5	10.5	36.2	48.4	5.0	62.7		
Disabled	87	100.0	60.7	27.4	9.5	2.4	15.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	453	99.6	20.4	34.4	40.7	4.4	53.4		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	448	99.6	20.3	34.5	40.7	4.5	53.4		
<b>Socio-Economic Status</b>									
Subsidized meals	162	100.0	31.7	37.9	27.6	2.8	36.6	Yes	Yes
Full-pay meals	291	99.3	14.5	32.6	47.5	5.3	62.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	453	99.8	19.4	45.1	23.1	12.4	54.7	Yes	Yes
<b>Gender</b>									
Male	245	99.6	19.4	43.5	22.0	15.1	53.4		
Female	208	100.0	19.4	46.9	24.5	9.2	56.1		
<b>Racial/Ethnic Group</b>									
White	360	100.0	18.4	42.9	25.1	13.7	57.7	Yes	Yes
African American	73	98.6	24.2	59.1	10.6	6.1	36.4	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	366	99.7	11.0	48.3	26.7	14.0	63.1		
Disabled	87	100.0	53.6	32.1	8.3	6.0	20.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	453	99.8	19.4	45.1	23.1	12.4	54.7		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	448	99.8	19.3	45.3	22.9	12.5	54.5		
<b>Socio-Economic Status</b>									
Subsidized meals	162	100.0	25.5	50.3	19.3	4.8	40.7	Yes	Yes
Full-pay meals	291	99.7	16.3	42.4	25.1	16.3	61.8		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	453	99.6	31.6	33.7	19.9	14.8	34.7
<b>Gender</b>							
Male	245	99.6	31.0	32.8	18.5	17.7	36.2
Female	208	99.5	32.3	34.9	21.5	11.3	32.8
<b>Racial/Ethnic Group</b>							
White	360	100.0	28.3	33.5	21.9	16.3	38.2
African American	73	98.6	51.5	33.3	9.1	6.1	15.2
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	366	99.7	23.3	36.0	23.3	17.4	40.7
Disabled	87	98.9	66.3	24.1	6.0	3.6	9.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	453	99.6	31.6	33.7	19.9	14.8	34.7
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	448	99.6	31.4	33.8	19.9	14.9	34.8
<b>Socio-Economic Status</b>							
Subsidized meals	162	99.4	47.9	31.3	13.2	7.6	20.8
Full-pay meals	291	99.7	23.3	35.0	23.3	18.4	41.7

<b>Social Studies</b>							
All Students	453	99.6	15.7	44.3	24.4	15.7	40.0
<b>Gender</b>							
Male	245	99.2	15.6	42.4	25.1	16.9	42.0
Female	208	100.0	15.8	46.4	23.5	14.3	37.8
<b>Racial/Ethnic Group</b>							
White	360	99.7	14.9	42.1	25.7	17.3	43.0
African American	73	98.6	18.2	60.6	15.2	6.1	21.2
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	366	99.5	7.6	47.8	26.8	17.8	44.6
Disabled	87	100.0	48.8	29.8	14.3	7.1	21.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	453	99.6	15.7	44.3	24.4	15.7	40.0
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	448	99.6	15.6	44.4	24.3	15.6	40.0
<b>Socio-Economic Status</b>							
Subsidized meals	162	100.0	26.9	46.9	19.3	6.9	26.2
Full-pay meals	291	99.3	9.9	42.9	27.0	20.2	47.2

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	153	100.0	14.1	27.5	49.0	9.4	58.4
	4	153	100.0	13.5	39.2	42.6	4.7	47.3
	5	151	100.0	22.4	45.6	29.9	2.0	32.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	156	100.0	21.1	27.2	41.5	10.2	51.7
	4	145	99.3	19.7	35.0	43.1	2.2	45.3
	5	152	99.3	20.3	41.3	37.8	0.7	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	153	100.0	12.8	55.0	24.2	8.1	32.2
	4	153	100.0	16.9	50.7	21.6	10.8	32.4
	5	151	100.0	24.5	49.7	12.9	12.9	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	156	100.0	15.6	51.0	23.8	9.5	33.3
	4	145	99.3	23.4	38.7	27.7	10.2	38.0
	5	152	100.0	19.4	45.1	18.1	17.4	35.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	156	99.4	31.5	36.3	21.2	11.0	32.2
	4	145	99.3	31.4	35.0	18.2	15.3	33.6
	5	152	100.0	31.9	29.9	20.1	18.1	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	156	100.0	10.9	42.9	29.9	16.3	46.3
	4	145	99.3	16.8	43.1	26.3	13.9	40.1
	5	152	99.3	19.6	46.9	16.8	16.8	33.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 951)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Up from 2.3%	2.2%	3.0%
Attendance rate	96.4%	Up from 96.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%	Up from 5.9%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%	No change	2.2%	3.2%
Eligible for gifted and talented	16.0%	Down from 16.7%	20.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 8.8%	7.7%	8.2%
Older than usual for grade	0.4%	Up from 0.1%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 64)</b>				
Teachers with advanced degrees	64.1%	Up from 62.9%	56.5%	52.6%
Continuing contract teachers	89.1%	Up from 83.9%	84.3%	83.3%
Highly qualified teachers	98.3%	Up from 98.2%	93.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 90.4%	87.8%	87.0%
Teacher attendance rate	95.4%	Down from 95.5%	95.5%	95.0%
Average teacher salary	\$43,998	Up 3.8%	\$42,830	\$41,703
Prof. development days/teacher	7.9 days	Up from 7.3 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.1 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 90.3%	90.8%	89.8%
Dollars spent per pupil*	\$5,970	Down 1.8%	\$5,940	\$6,242
Percent of expenditures for teacher salaries*	69.0%	Up from 68.1%	67.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2004-2005 school year, faculty, staff, the School Improvement Committee, and Data Team made recommendations for continued staff development aimed at promoting student achievement. Through staff surveys and data analysis, monthly staff development was provided for math, literacy, or technology integration. Teachers attended these sessions to strengthen their instructional strategies.

Our PACT results indicated a need for a varied approach at mathematics instruction. As a result, our math coach assessed the inventory of math manipulatives and provided needed materials for every classroom. In addition, software that allowed for interactive math instruction was purchased and training for staff was provided.

A full-time technology integration specialist was employed for the first time and tremendous growth in the infusion of technology was realized. All teachers at Red Bank Elementary demonstrated competency on a technology assessment required by the State Department of Education. Teachers demonstrated enthusiasm as they implemented the use of technology with Interactive White Boards, Electronic Writers, Student Response Units, and a variety of other technology tools that keep students focused on instruction and allow for different ability levels and preferences for learning.

Our literacy coach provided a year-long staff development course for teachers for learning best practices in reading and writing instruction. Through the evaluation of staff needs, the literacy coach purchased professional development books for teachers and led study groups to support instructional growth.

During daily common planning time and four 120-minute planning sessions provided during the year, teachers were given instructions for analyzing data and using data to drive instruction. Analysis of PACT data indicates that students in all grades and in all ethnic groups are moving from the below basic and basic scores towards proficient and advanced. Scores indicate that students need continued instruction and work in mathematics.

Outside sources were utilized as numerous grants were awarded allowing our school to add a second total technology classroom, technology supplies, and books. A grant was awarded to support a science coach for the 2005-2006 school year. Our partnership with the community continued to grow with additional mentors, tutors, and services provided through Lexington Baptist Church, grandparents, and businesses. These partnerships provided us with student/parent services and financial assistance.

The faculty, staff, and School Improvement Council continually assess the effectiveness of our instructional programs and make implementations for improving the academic, social, and emotional growth of our students.

Marie G. Watson, Principal  
John Murray, Chair, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	47	136	77
Percent satisfied with learning environment	97.9%	85.9%	82.7%
Percent satisfied with social and physical environment	97.9%	75.7%	84.0%
Percent satisfied with school-home relations	97.8%	86.8%	64.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.